



**MARYSVILLE PILCHUCK HIGH SCHOOL**  
Marysville School District  
Workshop Summary

Workshop #2  
Visioning  
December 3, 2008

Submitted by:  
DLR Group  
BrainSpaces  
Architects for Achievement

During the second workshop, DLR Group, BrainSpaces and Architects of Achievement gathered the following members of the Concept Design Team to:

- Discussed participants hopes and concerns for this project.
- Explored future trends and how people learn.
- Discussed observations from those who attended the study tours in San Diego.
- Presented examples of powerful learning environments throughout the nation.

We did not facilitate a Breakout Session because of lack of time. This exercise was postponed and will be held during Workshop #3.

Those who attended Workshop #1:

|                        |  |
|------------------------|--|
| Aaron Coe              | Teacher, Teaching & Technical Academy              |
| Arden Watson           | MEA President                                      |
| Arden Watson           | MEA President                                      |
| Brian Kessler          | Teacher, Pathways of Choice                        |
| Cindy Erickson         | Board Member                                       |
| Frank Monkman          | Teacher/SLC Leader, Teaching & Technical Academy   |
| Fred Dahlem            | Principal, Pathways of Choice                      |
| Gail Miller            | Assistant Superintendent                           |
| Glenn Owen             | Teacher, Teaching & Technical Academy              |
| Jennifer Ham           | Teacher/SLC Leader, Teaching & Technical Academy   |
| John Bingham           | Director of Capital Projects                       |
| Karen Epperson         | Fine Arts Head, Pathways of Choice                 |
| Kyle Kinoshita         | Executive Director, Teaching & Learning            |
| Loretta Boerger        | Science/SLC Leader, Pathways of Choice             |
| Pete Lundberg          | Principal, Marysville Middle School                |
| Ryan Hauck             | Social Studies Department Head, Pathways of Choice |
| Shawn Stevenson        | Principal, Teaching & Technical Academy            |
| Susan Longstreth       | Director, CTE                                      |
| Tracy Suchan-Toothaker | Marysville Getchell Planning Principal             |
|                        | Principal, Bio-Med Academy                         |
| Amy Yurko              | BrainSpaces  |
| Craig Mason            | DLR Group  |
| Kelley Tanner          | DLR Group  |
| Todd Ferking           | DLR Group  |
| Victoria Bergsagel     | Architects of Achievement                          |
| Mike Casey             | Project Manager, Marysville School District        |

#### Workshop #1

*Review Project Overview &  
Guiding Principles*

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#### Workshop #3

*Confirmation of Vision & Goals*

#### Workshop #4

*Programming*

#### Workshop #5

*Program Confirmation*

#### Workshop #6 & #7

*Concept Charrette*

#### Workshop #8

*Concept Options & Costing*

#### Workshop #9

*Finalize Concept & Preliminary  
Ed Specs*

## **GUIDING PRINCIPLES 5.1**

The education specifications and concept design developed through nine workshops will be based upon the following Guiding Principles developed by the Marysville School District:

### **Relationships at the Center**

Students feel known, valued and inspired to perform at their highest potential. Collaboration (student-to-staff, student-to-student, parent-to-student) personalizes learning. Every student has an adult advocate who encourages high achievement. Positive relationships are promoted.

### **Focused Learning**

Student learning, starting with literacy, drives all decisions, including those related to instruction and construction. Purposeful teaching is responsive and challenges each student to meet or exceed district/ state standards. Hands-on, interest-based, collaborative experiences allow all students to experience success on a daily basis.

### **Identity-Purpose**

Each small learning community has a distinct, well articulated vision, mission and focus embraced by all and imbedded in the schools culture. This vision/purpose acts as the foundation for building design, curriculum, instructional approaches, and ongoing professional development. Students choose small learning communities reflective of their unique learning needs and interests.

### **Community**

School/community partnerships promote real-life learning experiences. Each student's cultural background and experiences are respected, valued and connected to the curriculum. Resources are equitably distributed to ensure success for every student. Students are connected to the community through internships, job shadowing and community projects.

### **Accountability**

Outcomes are specified and measured. Members of the school community work together, share expertise, employ data, and exercise leadership to ensure that student achievement is the intended result of all decisions. They retain primary responsibility, are provided with appropriate flexibility, and accept accountability for decisions. Parent/guardians partner in the responsibility for student engagement and success.

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#### **Workshop #6 & #7**

*Concept Charrette*

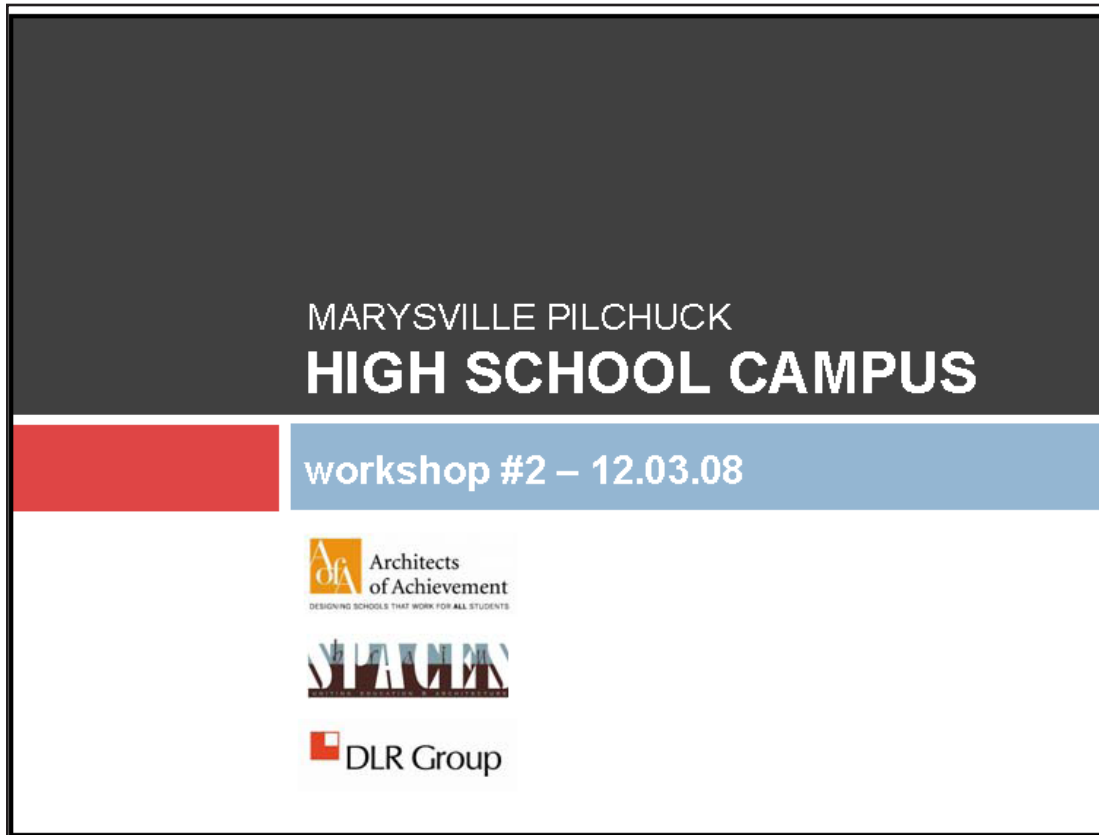
#### **Workshop #8**

*Concept Options & Costing*

#### **Workshop #9**

*Finalize Concept & Preliminary  
Ed Specs*

Here is the presentation that was given by DLR Group, BrainSpaces and Architects of Achievement during Workshop #2.



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8 the case for innovation

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looking to the future

Architects of Achievement  
BrainSpaces  
DLR Group

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Did you know?



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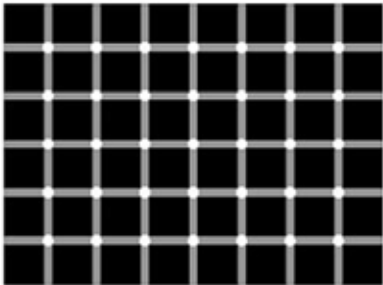
the case for innovation

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visual activity:

the power of **Brain-Based Learning**



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## 21<sup>st</sup> century learner

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## powerful learning experiences

Architects of Achievement  
BrainSpaces  
DLR Group



- Think of your life's most powerful learning experience
- What qualities made it meaningful?



## powerful learning experiences

Architects of Achievement  
BrainSpaces  
DLR Group

- What are the qualities of authentic learning that we want to replicate in our schools?
- What common themes do we see?
- What common needs?



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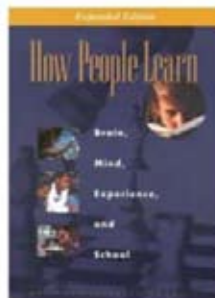
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*Finalize Concept & Preliminary Ed Specs*

## how people learn

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- Active, inquiry-based learning
- In-depth learning
- Performance assessment



Source: *How People Learn*  
(National Research Council, 1999)

## there are no digital natives

Architects of Achievement  
BrainSpaces  
DLR Group



### Digital Native & Immigrants

*Which are you?*

Since 2004...

- Face book
- You Tube
- My Space
- Flickr
- Twitter
- Cha Cha

*How will we use these things for learning?*

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## there are no digital natives

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### Moore's Law

- Law of Accelerating Returns
- Processing speed doubles every 18 months
- It's really about asking a better question, isn't it?

### Metcalf's Law

- $N(N-1)/2$
- $2(2-1)/2 = \text{One relationship}$
- $25(25-1)/2 = 300 \text{ relationships}$
- Networks = Relationship
- The Wiki World
- **Students work harder for their peers than their teachers**



## born to be wired

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### Integrating Technology into Design

- Wireless connectivity + structured cabling
- Two-way video connectivity
- Adaptable, efficient systems



### Technology Features for Instruction

- Maximized use of IT infrastructure
- Cyber Café
- Webcast learning
- On-line resources/ 24-7 Instruction



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## brain rules

Every brain is wired differently

- Personalization

We're powerful and natural explorers

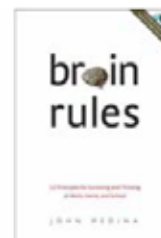
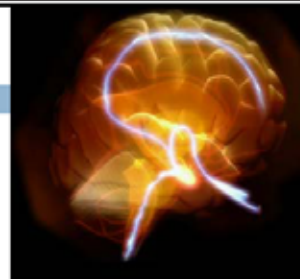
- Inquiry and rigor

We don't pay attention to boring things

- Relationship, patterns and emotions

Stimulate more of the senses

- Project-based, integrated learning



*Source: Talaris Research Institute (2001), Medina (2008)*

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*There is no doubt whatever about the  
influence of architecture and structure  
upon human character and action. We  
shape our buildings, and afterward  
they make us.*

*Winston Churchill*

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discoveries in San Diego

## study tours – glenn

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### What worked well for you?

- The way the grade levels and schools were organized (**space relationship**).

### Key lessons learned?

- That if we **all work together** we can truly see success (strong leadership down).



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## study tours – glenn

Architects of Achievement  
BrainSpaces  
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### Focus moving forward?

- We need to look at **how our leadership and school vision directs** the success of the school.

### Personal intentions?

- Change the way I teach and think.**

### Anything else?

- More people that think that teaching behind closed doors is the way to teach. **Take the doors off** and be free.





## study tours – maureen

Architects of Achievement  
BrainSpaces  
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### What worked well for you?

- ▣ The trip was well organized. It was very beneficial to have the "end of the day" debriefings.

### Key lessons learned?

- ▣ Everyone must buy into the **common vision**. The SLCs that did not have a strong buy in did not seem to be performing as well as the SLCs that had a common vision that was supported by all staff. There needs to be some **campus wide expectations** that every SLC follows.

### Focus moving forward?

- ▣ Look at what is the most **cost effective way to redesign** MPHS. Kearny is similar to our school's structure, I believe we can work well with what we have on our campus.

### Personal intentions?

- ▣ Learn more about the **AVID program**

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## study tours – cindy

Architects of Achievement  
BrainSpaces  
DLR Group

### What worked well for you?

- ▣ It was good to go into classrooms and speak with students as well as observing the teachers. The best thing though was a **very open conversation with a couple of students** at Kearny during their lunch as well as a discussion with a group of students which one of the principals allowed at least one of the groups to do.

### Key lessons learned?

- ▣ That given time the idea of being in a **small school within a larger campus is one students really do like**. They feel like they are cared about as a person and they would not want to go back to the idea of a large school. The first few years might be hard because some of the students still hold to wanting to be with all their friends from the larger school but soon enough students find that they still have ways of seeing those friends and later it tends to be most of their true friends are those they share daily work and schedules with. I think it is a good idea to have just one lunch time, or two since MPHS is so large, so that students can mingle between schools, this is something that is done at both schools visited which I believe **helps keep students of different schools connected** so that when they attend sporting events they can feel like one school supporting that event.

## study tours – cindy

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### Focus moving forward?

- How the physical building will look so that it is **possible to tell that it isn't just one big school but that there are schools within the school**. I think students and staff would feel more like they are in their own school if there is a way to distinctly tell they are in their school. This can mean different things for different people but I think it is necessary in order to feel more connected.

### Personal intensions?

- I will continue to **tell the community members** that ask me about SLCs that I believe they work and give them examples of why I believe that to be true. I can give them bits of my conversation with actual students who are in SLCs and why they wouldn't change things if they could. I would be able to tell them how much it means to **students to be known by all their staff**, it was clear that at least at Kearny where I saw much more staff interaction with students, that staff knew students by name and students respected staff in a different way than they do here at MPHS.

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## study tours – cindy

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### Anything else?

- I would say that to me **Kearny was a much better place to visit**. Though High Tech High was good in some ways I didn't really see how staff instructed their students nor did we speak to many students. Since High Tech High is a charter things are very different there, many of their teachers aren't yet certified to teach for example, for me **Kearny was much more like MPHS** not only in what it looks like but in how instruction is happening. This of course is coming from a person who is not an educator. Those that work with students on a daily basis would likely see things better, like instruction that is done without working with the whole group or a specific portion of the whole group. As a parent and community leader it is important to me to see how instruction is taking place, many parents often tell me that their student will have one or more teachers that don't seem to teach well, they know the subject but that the students aren't understanding it the way it is being taught to them. This is why for me it is important to be seeing how instruction is taking place.

## study tours – karen

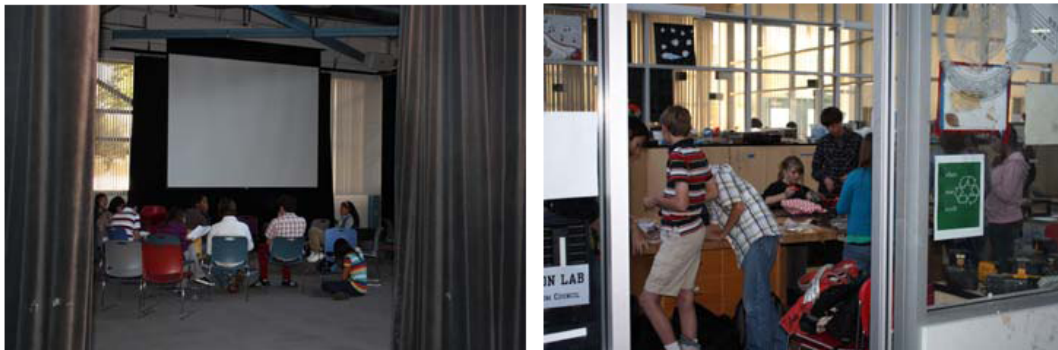
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BrainSpaces  
DLR Group

### What worked well for you?

- Having time to wander through the school and **interact with staff and students** was the most valuable use of my time. I was able to gain information that was most useful to me. Conversing with my peers about what I observed was also valuable. I would have **liked more time for group conversation** after our visits.

### Key lessons learned?

- In order to successfully create "Community" within a school setting the building needs to have **areas for social interaction**.



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## study tours – karen

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### Focus moving forward?

- First of all I strongly feel that the we need to **focus on developing strong "Guiding Principles"** before we can move forward. By this I mean have a clear direction / philosophy that our school (POC) agrees upon.

### Personal intensions?

- I hope to be a strong voice to promote **positive energy / attitude** within my school



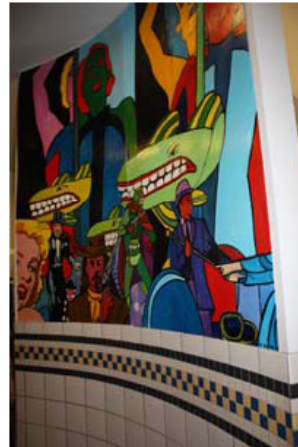


## study tours – karen

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### Anything else?

- Three pieces I noticed at both High Schools:
  - Strong Leadership**
  - A **clear direction** of where they were headed, (Guiding Principles / Philosophy)
  - Teachers who wanted to be there** and believed in the philosophy of the school.



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## study tours – frank

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### What worked well for you?

- The **ability to question** principals and students directly.

### Key lessons learned?

- That it is **possible to reorganize effectively** into SLCs with a **strong vision** from administration coupled with effective and engaging teaching in the classroom - **strong leadership must occur though**.

### Focus moving forward?

- Helping admin implement their **effective vision**, assisting and implementing **habits of thinking** in the classroom.

### Personal intentions?

- Have **clear and direct purpose**.

## study tours – gina

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### What worked well for you?

- ▣ Seeing different schools **was educational**.

### Key lessons learned?

- ▣ It is not about space so much as it is kid centered. **What do kids like?**  
Projects! Meaningful presentations! Get outside of school and focus on community. Make kid's work matter.

### Focus moving forward?

- ▣ **How to adapt what we have to utilize space better.** I liked the closets and storage rooms that had doors that you could write on!

### Personal intentions?

- ▣ The one thing I am doing now, is making my room **a bit more transparent**. If you walk in, you will see the essential question and/or expectation/goal right there. **Project based assignments, more integration, more connections with kids....**

### Anything else?

- ▣ It would be nice if **our PD training** was more centered around how to make our schools **more project based**. How can we make what the kids do more meaningful? How can **critical thinking** involve not ONLY literacy, but turning the literacy thinking into projects whose outcome rings of importance.

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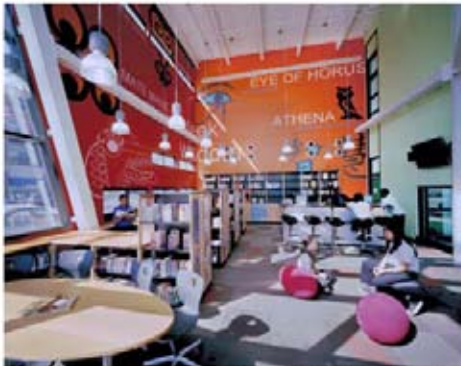
## what students want

## what students want

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### 3 Es

- Experience
- Explore
- Engage



Perspectives Charter High School, Chicago, IL



Little Village Academy, Chicago, IL  
Barney J. Jankowski



Invention Hall of Fame, Akron, OH, Pilchuck Partnership

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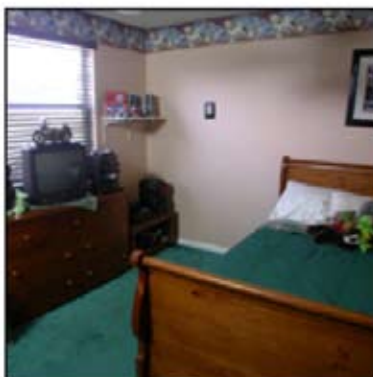
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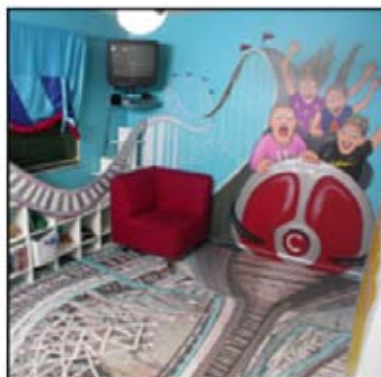
## what students want

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before



after

## what teachers want

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### before

*Thome brooke Elementary School's teachers lounge boasts an institutional feel prior to its PTA-sponsored makeover by several savvy parents.*



### after

*In honor of Teacher Appreciation Week, the teachers lounge at Thomebrook Elementary School is transformed into a cozy retreat that exudes an ambience of tranquility.*

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## powerful learning environments



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powerful learning environments

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MIT collaboration area  
architect unknown

Academy Homebase Concept  
DLR Group

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powerful learning environments

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Malibu Career & Technical High School – McCool Carson Green

North Cascades Environmental Learning Center – H&P Architects

## powerful learning environments

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Sidwell Friends Middle School – Kieran Timberland



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## powerful learning environments

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Minnesota Country Day School



Albert Lea High School – DLR Group





Denver School of Science and Technology – Hopp Architects



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# powerful learning environments

Shenhai Aquarium Installation at California Academy of Sciences – Urban A&O

McCormick Tribune Campus Center – OMA/Ram Koolhaas

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# powerful learning environments




Alpharetta High School – Parsons/VWA

Fossil Ridge High – RB+B Architects

High Tech High – The Steiner Design Group

## powerful learning environments

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Boeing – DLR Group



Emory Ridge High Library – DLR Group

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*Finalize Concept & Preliminary  
Ed Specs*

Architects of Achievement  
BrainSpaces  
DLR Group



Jackson Community College Information & Technology Center – SHoP Group



Architects of Achievement  
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# powerful learning environments

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LARGE-SCALE PROJECT CONSTRUCTION LAB

MODEL CONSTRUCTION AREA AND TESTING

CONTROL ROOM

PRESENTATION / VIDEO STUDIO

MATERIALS SCIENCE

DYNAMIC TESTING

APPLICATIONS AREA

TEACHER OFFICE

DESIGN & RESEARCH AREA

COMMUNICATIONS & IT AREA

AUDIO STUDIO

VIDEO STUDIO

STUDENT CLASSROOM AREA

INDUSTRIAL TESTING AND ENGINEERING

TEACHER OFFICE SURROUNDED BY LECTURE SPACE, DESIGN LAB, AND TESTING AREA

MEDIA / COMMUNICATIONS DEVELOPMENT AREA

Casby Applied Technology Center - Dill O'Keefe Architects

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**Workshop #2**  
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**Workshop #4**  
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# powerful learning environments

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Marysville Gilbreth High School Campus - DLR Group

## powerful learning environments

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Marysville Grade 11 High School Campus - DLR Group

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Marysville Grade 11 High School Campus - DLR Group



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## guiding principles

"There is one thing worse than not being able to see.  
Being able to see, but having no vision."

- Helen Keller

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## translations

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School for the Physical City, New York, NY  
Rothzeld Kallerman Thomson & Bee



Because of time, the information and activities on the next three slides were not covered in Workshop #2. They will be saved and presented in Workshop #3.

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small group activity

## translations

### Visualize the established Guiding Principals. How do they translate into activities & spaces?

#### Learning Activities

- Describe learning activities to be supported.
- Identify opportunities for informal/unstructured learning.
- What support and resources are available to students? To teachers?
- How is the community engaged in the learning process at the high school level?

#### Small Learning Communities

- How are SLCs structured? Themes? Grade-level? Other?
- Describe the degree(s) of autonomy for SLCs. What distinguishes SLCs from each other?
- How important is equity between SLCs?
- How small is small?
- How do administrators and student services support SLCs?
- How are students with special needs accommodated?
- How is learning celebrated in the school and shared among SLCs?

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small group activity

## translations

### Visualize the established Guiding Principals. How do they translate into activities & spaces?

#### Facility Implications

- What activities are supported within the SLCs?
- What activities can be shared and/or accommodated in shared spaces?
- How/where do students access support & resources?
- Explain the flexibility needs of SLCs and of the school as a whole.
- How do safety & security goals affect the school environment?
- Describe the aesthetic goals for the school/campus.

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## conclusion

1. Summary
2. Homework:

*Ask your students about how they  
learn and access information.*

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Here are the meeting minutes:

- Amy Yurko facilitated Workshop #2. She started with presenting the “Did You Know 2.0” video, created by Karl Fisch.
- Amy then lead a discussion about the Ed Specs & Design Concept Team’s hopes and concerns for the Marysville Pilchuck High School Campus projects. Here is their thoughts and comments:

Hopes:

- Continue energy and excitement of previous work into this process.
- Take lessons learned from the study tours and carry them from teaching/learning, administration and community level.
- To see great ideas from tour teams - staff input, flexible spaces for long-term use and space evolution.
- That great ideas can be implemented.
- The study tours showed how students were engaged, excited and respectful.
- That we can adapt what we saw on the study tour. Don’t just copy.
- Provide collaboration space for teachers.
- To build for flexibility, team teaching, etc. Open into bigger spaces.
- Variety of common areas for variety of collaboration, display...celebrate student work.
- Tailor good ideas from tours into specifics.
- Use process as opportunity to clarify what “21st century” education is and means for MPHS.
- Find space for a 4th middle school for 600 students each (small school model). Also consider location and neighborhood.
- Relationships - student and teacher collaboration spaces.
- Link physical environments to shaping student and staff attitudes and expectations and how it reflects good behavior.
- Great conversations, exciting, energizing, give & take.
- Articulate vision for “Pathways” SLC so that structure will support it.
- Inspirational to students and staff.
- Find ways for students & staff to reach higher
- Create kind of environment that inspires energy and collaboration.
- To design a school to support all of the above.
- District to continue facility work.
- Maintain open minds, agility in design and mindset.
- Be fearless.
- Invigorated by the process.

Concerns:

- How to share within this group and the larger context. How do we grow the conversation?
- Take into account the human ability and need to comprehend/absorb information in this age of high tech speed. Needs to be humanized.
- Economics/costs
- Lack of teacher, parent, administration and community buy-in
- The need to do it right.
- That we just don’t copy what we have seen on the study tours, etc.
- Obsolete over time
- Keep things positive - buy-in.
- “Moving targets” with SLC identities might confuse process. Need flexibility to accommodate new SLCs over time
- Concern that mid-level will be left out.

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- Building transcends time and technology.
  - Community buy-in on whole idea. Community may not believe that students and staff deserve new environment.
  - “Silk purse out of a sow’s ear” - that we can overcome limitations of existing building.
  - Can’t go far enough, fast enough.
  - Run out of time - need to make the most of it.
- The Case for Innovation.
    - Amy lead several exercises for the brain and to demonstrates how the brain works.
      - #1 - Try to rotate foot clockwise and then draw the number 6 with right hand.
      - #2 - Distinguish between the words and the colors.
      - #3 - Where are the black dots vs. the white dots.
    - We need to identify what does not change in a school environment - right/left brain activity, kids have to eat during the day, etc.
    - Recognize that evolution of technology is faster than the human brain.
  - How People Learn - Powerful Learning Experiences
    - This portion of the presentation was facilitated by Victoria Bergsagel, Architects of Achievement.
    - Participants had the opportunity to reflect on their most powerful learning moments. The exercise is meant to identify those characteristics when we plan schools. Here are some participants thoughts/characteristics:
      - Challenged belief of what was possible.
      - Think beyond what we thought we could accomplish.
      - Leave no one behind.
      - Work together.
      - Failure can lead to success.
      - Enthusiasm.
      - Collaboration.
      - Connected to nature.
      - Teacher that helps you down your path.
  - Discoveries in San Diego - Our Study Tours.
    - Amy lead the discussion and feedback from several participants of the site tours to Kearney High School Complex and the High Tech High campuses.
      - Glenn’s observations:
        - students had things up on the wall (shows pride)
        - transparency, openness
        - display of responsibilities
        - spaces were smaller than need, but they worked well with what they have
        - take the doors off
      - Maureen’s observations:
        - Not present
      - Cindy’s observations:
        - Impress with student thoughts of being in a SLC
        - How do you feel connected with several schools?
        - MPHS – make them separate with what we have
      - Karen’s observations:
        - When I wondered on my own it was better, I wasn’t part of a tour
        - 1 of 300 out of 4000 applied
        - HTH – art was everywhere and integrated
        - The bldg doesn’t really play a part in it
        - Strong leadership with a clear vision
      - Frank’s observations:
        - Strong leadership and effective vision was evident in each school
        - Conversations because of adjacency, SLC in one wing
      - Gina’s observations:
        - Project based learning spaces, having that opportunity

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End of Workshop #2

*Next meeting:*

*Workshop #3 - Confirmation of Vision & Goals - December 17th at 2:30pm*